

Reviewing Tier II Interventions

Matching Students to Tier II Interventions and
Ensuring Active Ingredients are Implemented

Matching Students to Tier II Interventions

- Tier II intervention are less effective when educators haphazardly assign them to students
- Rather, educators must ask: what Tier II intervention is likely to be most effective for particular students?
 - Matching characteristics of the student to characteristics of the intervention
- Student Intervention Matching Form (SIM-Form)

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Menu of Evidence-based Tier II Interventions

- Mentor-based support*
 - e.g., Check in/Check out
- Behavior contracting*
- Self-monitoring*
- School-home note system*
- Dependent group contingency (one student earns for all)
 - First Step to Success
- Class Pass Intervention*
- Positive Peer Reporting
- Small group social skills or social-emotional learning*

TIER II Interventions

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Behavioral Contract



- Process of negotiating an agreement between staff and a student so each party receives some benefit or payoff
 - Teacher benefits by improved student behavior
 - Student benefits by earning something based on good behavior
- Components of behavioral contract:
 - Description of the desired, expected behaviors to be performed
 - Goal statement specifying by when, what behavior, and under what conditions reward will be earned
 - Identification of the reward(s) to be earned (i.e., The Pay-Off)
 - Signatures from all parties involved
 - Teacher precorrects and prompts student on daily basis using the behavior contract

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Behavior Contract: Student Characteristics

- Designed for students who respond well to school-based incentives
 - Eager to earn rewards, special privileges, and/or recognition from others
- Students who dislike particular academic subjects and could benefit from receiving extrinsic reinforcement (i.e., pay-off)
- Students who could benefit from receiving pre-correction and prompting

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Behavior Contract: Active Ingredients

1. Negotiated agreement or brokered deal to increase student buy-in
2. Focus on positive behaviors teachers want to see in the classroom (i.e., those behaviors that are incompatible with problem behavior)
3. Positive reinforcement for meeting goal
4. Teacher follows up with daily pre-correction and prompting
 - Pulling out the contract and reminding the student of the behavior and reward to be earned
 - At the first warning signs of problem behavior, prompting the student

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Difference Between Effective and Ineffective Behavior Contracts

- | | |
|--|---|
| <ul style="list-style-type: none"> • Negotiated agreement • Describes what the student should do • Provides a goal statement • Outlines what the student will earn as a reward for meeting goal • Teacher uses contract to precorrect and prompt behavior | <ul style="list-style-type: none"> • Non-negotiated • Describes what the student is doing wrong • Provides no goal statement • Outlines how the student will be punished if problem behavior continues • No other adult follow through with the contract |
|--|---|

Effective Behavior Contract

Ineffective Behavior
Contract

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Mentor-Based Support: Check-in/Check-out

- Assignment of a mentor who provides unconditional positive regard and feedback on a daily basis
- Implementation of multiple components:
 - Behavioral momentum (i.e., getting the day off to a good start)
 - Pre-correction (i.e., cutting problems off before they start)
 - Performance feedback (i.e., letting the student know how s/he is doing)
 - Positive reinforcement (i.e., recognizing and rewarding the student)
 - Goal specification and attainment (i.e., increasing student's motivation and awareness of behavior)

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Simple vs. Structured Mentoring

- | | |
|---|---|
| <ul style="list-style-type: none"> • Mentor meets with the child once or twice a week • Mentor is there to be a positive role model-doesn't provide precorrection • Can handle significantly more students | <ul style="list-style-type: none"> • Mentor meets with the child on a daily basis • Mentor precorrects problem behavior • Daily ratings of behavior performance • Limitations with regard to the number of students a school can handle |
|---|---|

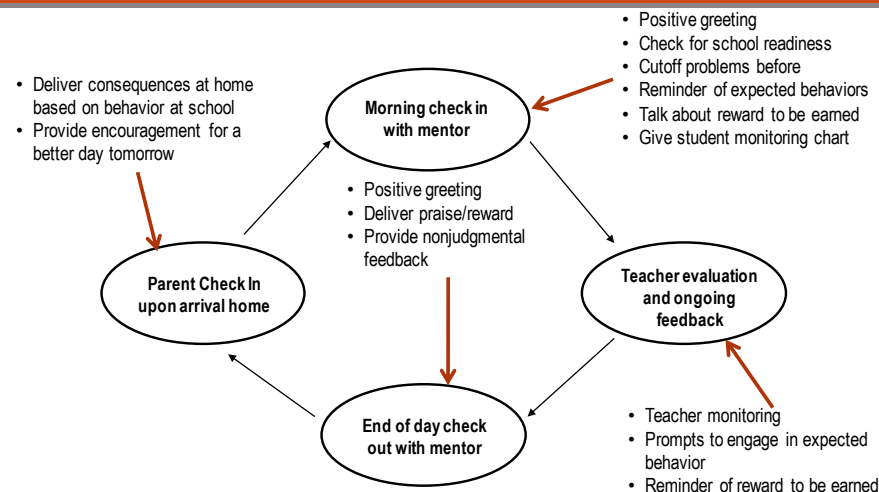
Simple Mentoring

Structured Mentoring

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Mentor-Based Support Basic Sequence of Structured Mentoring



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Mentor-Based Support: Student Characteristics

- Students who respond well to adult attention
- Students who could benefit from having a positive adult role model outside of the home
- Students who could benefit from receiving daily encouragement and feedback to improve behavior and school performance
- Students who have been involved with negative interactions with teachers and administrators (punitive discipline)

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Mentor-Based Support: Active Ingredients

1. Assignment of an adult mentor who the student likes or doesn't mind meeting with
2. Unconditional positive regard (mentor does not get involved with discipline)
3. Daily contact with the student in the morning and afternoon
 - Encouragement, precorrecting problems, feedback
4. Progress monitoring form to serve as a basis for performance-based feedback
5. Positive reinforcement for improved behavior
 - Praise, public recognition, access to desired privileges/rewards

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Self-Monitoring



- Intervention designed to increase self-management by prompting the student to self-reflect on performance and self-record behavior on a chart
- Two main components:
 - Self-reflection (reflection of behavior over a certain amount of time)
 - Self-recording (marking down on the chart whether behavior met or did not meet expectations)
- Teacher performs periodic honesty checks

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Self-Monitoring: Student Characteristics

- Students who lack self-regulation or management
- Students who engage in relatively frequent rates of problem behavior
- Students who could benefit from reminders or prompts to stay on task and engage in desired, expected behaviors

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Self-Monitoring: Active Ingredients

1. Identification of behaviors to self-reflect upon and self-record on a chart
2. Development of a self-monitoring chart that the students uses to record his/her behavior
3. Device or natural break that prompts the student to self-reflect and self-record behavior
4. Train the student (tell-show-do)
5. Positive reinforcement component attached to self-monitoring chart (increases the value or meaning of self-reflection and recording)
6. Teacher conducts periodic honesty check

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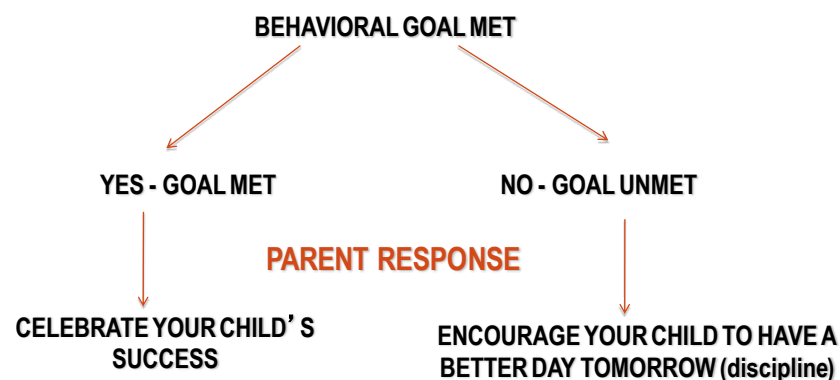
School-Home Note System

- Intervention designed to improve the communication and consistency of practices between school and home environments
- Involves training parents to deliver consequences at home based on their child's behavior at school
- Parent can share information with school about outside stressors that may be impacting student behavior at school

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School-Home Note Decision Tree



Consequences Delivered by Parents

- Celebrating the child's success (aim is to create positive contrast by making the child's life more exciting, pleasurable, and/or fun)
 - Access to privileges
 - Computer time, video games, talking on the phone, staying up later, hanging out with friends, TV time
 - Reward with item or activity
 - Buy-out of chore, money, invite friend over, play outside, after dinner dessert, playing with toys, etc.
 - Praise and positive recognition

Consequences Delivered by Parents

- Encouraging a better day tomorrow (aim is to create negative contrast by making the child's life boring, unpleasant, or introducing nothing)
 - Loss of privileges
 - Removal of TV time, computer, video games, playing outside, talking on the phone, or anything else that is considered to be fun
 - Task-based grounding
 - Have the child perform chores that are outside of typical responsibilities
 - Grounded until the chore or chores are completed

School-Home Note: Student Characteristics

- Students whose parents are open and willing to join forces with the school to improve the student's performance in school
- Students who are unaffected by typical school-based disciplinary consequences
- Students whose parents could benefit from learning skills
- Students who could benefit from consistency across school and home environments

School-Home Note: Active Ingredients

1. Development of a school-home note that captures student behavior and communicates with parents
 - Student behavior section, teacher communication section, parent response to note section, parent communication section, & signatures
2. Brief parent training that consists of teaching parents how to translate the information on the school-home note into effective parenting strategies
 - Goal met = celebrating success
 - Goal unmet = encouraging a better day tomorrow
3. Ensuring that parents are receiving the note & following through
 - Paper, email, phone call, face-to-face

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Class Pass Intervention

- Intervention designed for students who exhibit disruptive classroom behavior that interferes with their and other students' ability to learn
- Students are given class passes and taught how to appropriately request a break by issuing a class pass
- Students can choose to hold on to the class passes in order to exchange them for an item, activity, or special privilege
- It works because students:
 - Can exercise choice by requesting a break with class pass
 - Tolerance for academic work is increased
 - Are able to earn access to desired reward/activity based on staying in the presence of the difficult, boring, or frustrating academic task

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Class Pass Intervention: Student Characteristics

- Students who engage in classroom behavior problems only
- Students whose academic skills are low and are likely to engage in escape-motivated disruptive classroom behaviors
- Students who have a low tolerance for engaging in academic work
- Students who appear to become frustrated when working on academic tasks

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Class Pass Intervention: Active Ingredients

1. Develop the actual class passes to be used
2. Determine the number of class passes and length of time the student can break for
3. Identify the location for the break (desk, in the classroom, outside of the classroom)
4. Identify the items, privileges, or activities that can be earned and the number of class passes needed for each one

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Example of a Class Pass

FRONT	BACK
<p>CLASS PASS</p> <p># _____</p> <p>Name: _____</p> <p>Time: _____</p> <p>Where to?: _____</p> <p>Initial: _____</p> <p>Reward for a saved pass:</p> <p>_____</p>	<p>Guidelines for Class Pass:</p> <p>If you use the pass...</p> <ol style="list-style-type: none"> 1. Choose a time when you need to step out of the class. 2. Fill out one of your passes. 3. Show pass to teacher. 4. Walk to _____. 5. Have adult where you walked initial pass on your way back to class. 6. Enter class quietly. 7. Join classroom activity. <p>If you save the pass...</p> <p>Earn a reward!!!!!!</p>

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Positive Peer Reporting

- Designed to enhance the social status and interaction skills of peer rejected or isolated youth
 - Can also be used to alter a negative peer ecology that is characterized by put downs, tattling, or aggressive behavior
- The intervention rewards youth for providing genuine and specific positive peer reports about a target student who is peer rejected or isolated youth
 - The target youth is identified as the “MVP”

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The MVP (Most Valuable Person)

- MVP is the student in the class who is identified to be the recipient of positive peer reports
 - Rig it to make it look like the selection of the MVP was a random process (e.g., pick name out of a hat)
- The student will remain as the MVP for a minimum of two days to a maximum of a week.
- The teacher will select a new MVP each week
- The name of the MVP should be prominently displayed in the class for the other students to see

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Preparing for PPR

- Must teach students how to give positive peer reports (compliments)
 - Positive peer reports consist of talking about what the MVP:
 - Did (behaviors)
 - Said (verbal interaction)
 - Achieved/earned
- Positive reports can be done directly or anonymously
 - Second hand compliments are often more powerful
- Find a time to solicit positive peer reports
 - 5 to 15 minutes of class time
- Identify the class rewards that can be earned and method of tracking progress toward goal attainment

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SEL and SS small group

- Cant do problems: SS training
- Emotional dysregulation: SEL small group